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ABSTRACT

This weekly syllabus designed for teachers in small schools in Australia uses the Kodaly singing-based approach to teach music skills to students in primary years one through seven. The program divides instruction into four units: year one, years two-three, years four-five, and years six-seven. Teaching plans for each unit contain learning objectives in melody, rhythm, ear training, listening, part work, and form. Playing simple tunes on the recorder and attention to dynamics and expression are additional learning objectives for years four-five and six-seven. Unit teaching plans also provide a monthly overview of activities for each objective; 35 weekly lesson plans for each objective; a song list with song source, range, meter and opening rhythm; and a song source abbreviations guide. A monthly summary of the 10-month program lists activities by year level and learning objective in chart form. (LFL)

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# PCAP PROJECT REPORT 4

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## A Program in Music for Small Schools

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PRIORITY COUNTRY AREA PROGRAM QUEENSLAND



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**PRIORITY COUNTRY AREA PROGRAM, QUEENSLAND**

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**PREFACE:**

Since this program was first written at the beginning of 1984 it has been used by several primary schools in the North West Education Region with varying degrees of success. Generally it has been agreed that the program is comprehensive, detailed and if anything a little too prescriptive for a keen music teacher. However for the classroom teacher it's only limitation is the time one can spend on music each week. For the conscientious user of the program worthwhile results have generally been achieved. To gain the most from the program the concepts and skills covered in each weekly lesson need to be reinforced each day throughout that week.

Wishing each user every success.

V. RAYNER

**ACKNOWLEDGEMENTS**

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## BACKGROUND TO THE PROGRAM

1. The program has been approached in terms of lower, middle and upper school. The lower school program however has been divided into two (2) sections: Year One and Year Two-Three. There are several reasons for having a separate Year One program.

   (a) At the beginning of the year the Year One's are not as skilled or independent as Year Two - Three. Therefore they may either hinder Year Two- Three's progress or become lost themselves.

   (b) To develop musically one needs solid basic skills. These are best learnt in Year One.

   (c) It is hoped that continuity of the program will occur, the following year having a separate Year Two and Year One program, eventually leading to seven separate year levels relating to the Queensland Primary School Music syllabus.

2. The program covers the following first three stages of the syllabus:

   (a) Years One, Two, Three: Stage 1

   (b) Years Four, Five: Stage 2) except where ) specific ) objectives have

   (c) Years Six, Seven: Stage 3) been marked with a dot

3. The program has been planned using the Kodaly approach which is a singing based approach. Although the Kodaly program is a personal preference there are additional reasons for its choice.

   (a) Most teachers will have experienced the Kodaly approach at college or through in-service

(b) Many schools do not have the equipment for an instrumental approach to the program.

(c) Singing means making music - having fun - and does not depend on a knowledge of music theory.

4. The program is very flexible. The skills outlined can easily be taught via another medium other than voice. THE CHOICE IS YOURS.

| | FEBRUARY | MARCH | APRIL | MAY | JUNE | JULY | AUGUST | SEPTEMBER | OCTOBER | NOVEMBER |
|---|---|---|---|---|---|---|---|---|---|---|
| MELODY | 1 Intervals sm lsm<br>Improvise in sung conversation,<br>High-low (wide distance)<br>Match starting note | 1 Intervals sm lsm → | 1 Intervals slsm<br>names, colours, (Octave) → | 1<br>numbers, family → | 1 → | 1 Intervals smd mrd<br>Improvise new words to motifs from known songs<br>(Perfect 5th) → | 1 Intervals mrd<br>(Minor 3rd) → | 1 Intervals slmrd<br>Create melodies to known text<br>Prepare sm in space<br>in all sm songs | 1 | 1 Review |
| | 2,3 Prepare sm<br>Review Year One concepts | 2,3 Intervals sm<br>Prepare la → | 2,3 → | 2,3 Intervals la → | 2,3 Prepare dch | 2,3 Interval dch<br>Prepare staff | 2,3 Interval sml<br>Prepare 're' | 2,3 Make conscious staff | 2,3 Interval smld<br>Prepare 're' | 2,3 Interval sm<br>Review |
| | 4,5 Prepare sm | 4,5 Intervals sm<br>Prepare la | 4,5 Intervals la<br>Prepare dch | 4,5 Interval dch<br>Prepare staff | 4,5 Review | 4,5<br>Prepare 're' | 4,5 Make conscious staff | 4,5 mrd on staff<br>absolute names | 4,5 | 4,5 Review |
| | 6,7 Intervals dmsld<br>-read, sing write on staff<br>F dch, G dch | 6,7 Reinforce reading from staff<br>Absolute names<br>Develop inner hearing | 6,7 Prepare s-la | 6,7 Intervals s-la | 6,7 Review | 6,7 Intervals la s<br>Prepare 'fa'<br>Introduce leger lines | 6,7 Interval fa<br>Prepare dohor la centred songs | 6,7 Prepare 'te'<br>Reinforce dohor la centred songs | 6,7 Interval to<br>Recognise intervals of major 2nd & Minor 2nd | 6,7 Review |
| RECORDER | 4,5 | 4,5 | 4,5 | 4,5 | 4,5 | 4,5 Introduce Recorder → | 4,5 → | 4,5 → | 4,5 → | 4,5 |
| | 6,7 | 6,7 Introduce Recorder → | 6,7 → | 6,7 → | 6,7 → | 6,7 → | 6,7 → | 6,7 → | 6,7 → | 6,7 |
| RHYTHM | 1 Prepare Beat<br>gross motor skills<br>Fast - slow<br>Body percussion | 1<br>Introduce instruments -triangle → | 1 Prepare Accent<br>Prepare pattern with names>part of rhyme →<br>woodblock → | 1<br>→<br>drum → | 1<br>Whole rhymes<br>→ | 1<br>Whole rhymes<br>Parts of songs →<br>Q & A in rhythmic conversation | 1 Make conscious 'taa'<br>Make conscious 'ostinato'<br>Whole songs | 1 | 1 Introduce beat and pattern performed together<br>Echo clap pair 2 & 6<br>songs 4 & 8 | 1 Rythm pattern<br>Improvise |
| | 2,3 Review Year One concepts | 2,3 | 2,3 Prepare Accent in 2's | 2,3 | 2,3 Introduce ac | 2,3 Prepare 'taa' bar, double barline, time sign, repeat | 2,3 Conduct in 2 | 2,3 | 2,3 Introduce ♩. beat | 2,3 Review |
| | 4,5 | 4,5 Prepare accent, echo clap 4 bars (p & f) | 4,5 | 4,5 Make conscious accent<br>Q & A in rythmic conversation | 4,5 Introduce b,double bar r, time sign | 4,5 Prepare songs with<br>Conduct in 2 | 4,5 Make conscious<br>Prepare | 4,5 | 4,5 Reinforce<br>Make conscious | 4,5 Review |
| | 6,7 Review Barline, 2 3 4 / 4 4 4 | 6,7 Prepare beat<br>Echo clap 4 bars (p & f) | 6,7 Make conscious<br>Q & A in rhythmic canon<br>Review | 6,7 Conduct in 2<br>Prepare anacrusis | 6,7 Review | 6,7 Make conscious anacrusis | 6,7 Prepare dotted rhythms | 6,7 Conduct in | 6,7 Reinforce | 6,7 Review |
| EAR TRAINING | 1 Differentiate Environmental sounds<br>Dynamics soft - loud<br>Recognise song hummed | 1 Objects → | 1 Voices of other children →<br>motif hummed → | 1 → | 1 Untuned percussion<br>Inner hearing ta, hide melody | 1 Dynamics softer - louder<br>Song part hummed, part clapped → | 1 → | 1<br>Inner hearing tap pattern hide melody | 1<br>show beat hide melody | 1 Review |

## SUMMARY OF YEAR'S PROGRAM

| | FEBRUARY | MARCH | APRIL | MAY | JUNE | JULY | AUGUST | SEPTEMBER | OCTOBER | NOVEMBER |
|---|---|---|---|---|---|---|---|---|---|---|
| PART WORK | 2,3 Rythmic ostinato | 2,3 Introduce melodic ostinato use words of melodic motif | 2,3 | 2,3 | 2,3 Introduce part | 2,3 | 2,3 | 2,3 | 2,3 Introduce 2 part singing | 2,3 Review |
| | 4,5 | 4,5 Introduce ostinato | 4,5 | 4,5 Sing known songs as partner | 4,5 Review | 4,5 Introduce simple 2 part reading clap | 4,5 2 part sing and clap use recorders | 4,5 | 4,5 2 part songs | 4,5 Review |
| | 6,7 Review rounds & canons. Sing Q & A melodic conversation rythmic conversation | 6,7 2 part exercises clap - sing | 6,7 | 6,7 2 part exercises use sol-fa | 6,7 Review | 6,7 2 part exercises with hand-signs | 6,7 | 6,7 Read 2 parts from staff notation | 6,7 Simple 2 part songs | 6,7 Review |
| FORM | 2,3 | 2,3 | 2,3 Make conscious SAME | 2,3 | 2,3 Make conscious SAME & DIFFERENT | 2,3 | 2,3 | 2,3 | 2,3 Make conscious SIMILAR | 2,3 Review |
| | 4,5 | 4,5 Make conscious SAME | 4,5 Make conscious DIFFERENT | 4,5 Make conscious SIMILAR | 4,5 Review | 4.5 Introduction | 4.5 | 4.5 Coda | 4,5 | 4,5 Review |
| | 6,7 | 6,7 Introduction and Coda | 6,7 | 6,7 A B-Binary Form | 6,7 Review | 6,7 ABA-Ternary Form | 6,7 | 6,7 | 6,7 DC al fine | 6,7 Review |
| LISTENING | 2,3 | 2,3 March music characteristics | 2,3 p(soft) f(loud) | 2,3 Contrast March - Lullaby | 2,3 crescendo | 2,3 | 2,3 | 2,3 Instruments- Low | 2,3 Instruments- High | 2,3 Review |
| | 4,5 p (soft) f (loud) | 4,5 March music characterist. <crescendo >decrescendo Instruments of the Orchestra | 4,5 Lullaby characterist. → High Low | 4,5 Waltz characterist. → | 4,5 Review | 4,5 Groups of Instruments | 4,5 Types of songs-folk songs → strings | 4,5 Modern Songs → Woodwind | 4,5 Patriotic songs → Brass | 4,5 Review |
| | 6,7 | 6,7 Lullaby characterist. Contrast to March | 6,7 Waltz characterist. | 6,7 Minuet characterist. Instruments High and Low | 6,7 Review | 6,7 Groups of Instruments | 6,7 Strings Woodwind | 6,7 Brass | 6,7 Folksongs of the world | 6,7 Review |
| DYNAMICS AND EXPRESSION | 6,7 Review p, f, pp, ff | 6,7 Review mp,mf Introduce <> | 6,7 Introduce Legato | 6,7 Introduce Staccato | 6,7 Review | 6,7 Introduce Allegro Staccato Legato | 6,7 Introduce Moderate Staccato Legato | 6,7 Reinforce all dynamics and expression qualities | 6,7 | 6,7 Review |

# YEAR ONE MUSIC PROGRAM

## SPECIFIC OBJECTIVES

### MELODY

The child should be able to:

1. Enjoy singing songs and playing associated games.

2. Know 30 songs in $\frac{2}{4}$ and $\frac{6}{8}$ time, range d - 1 pitched between middle C-A (or D-B) and performed at tempi 90 - 100.

3. Sing set songs:

   (a) from memory
   (b) at a steady tempo
   (c) in tune (most children)
   (d) with clear pronunciation of text
   (e) in the appropriate style

4. Improvise answers to teachers sung question.

5. Improvise new words to melodic motives from known songs.

6. Create melodies to a well known text.

** In all - enjoy singing songs and playing games.

### RHYTHM

The child should be able to:

1. Convey a sense of the regular pulse (beat) by:

   (a) gross motor movement

   (b) body percussion

   (c) non tuned percussion instruments.

2. Know 20 rhymes with play movements and chant with regular beat according to natural speech patterns.

3. Maintain fast and slow tempo and maintain through singing, saying rhymes or motion.

4. Write 'taa' beat while singing song.

5. Stress two fold accent of songs and rhymes.

6. Show awareness of slower tempo - tapping name.

7. Differentiate between the pattern of words and steady beat.

8. Echo clap four (4) beats individually or in group.

9. Differentiate between rhythm of $\frac{2}{4}$ and $\frac{6}{8}$ .

10. Improvise new words to four (4) beat pattern from song.

11. Create and play rhythmic answers to given questions always supported by words.

12. Feel the rest in a song by making a different silent motion while singing.

13. Handle the drum, triangle and woodblock properly and softly, accompanying singing on one of them.

EAR TRAINING

The child should be able to:

1. Differentiate by ear the timbres of:

   (a) environmental sounds

   (b) sounds made by objects (wood, glass)

   (c) untuned percussion instruments

   (d) voices of children in class

   (e) melodic instruments.

2. Speak, sing or play using dynamics (soft - loud; softer - louder) without changing tempo.

3. Imitate melodic patterns by echoing teacher.

4. Recognise a song or motif from song when melody is hummed, played or clapped by teacher.

5. Show beat, but hide melody or rhythm in head.

6. Sing tunes of well known songs using different syllables (la, so, me) as a useful means of voice training, separating text and melody and developing a sense of abstraction.

7. Match a higher or lower starting note and sing a song in a higher or lower level.

8. Recognise and demonstrate with their hands in space the difference between high and low beginning with a wide distance and narrowing down to the interval of an octave, a 5th and then a minor 3rd.

## LISTENING

The child should be able to:

1. Appreciate the custom of listening to live music in a peaceful atmosphere.

2. Enjoy traditional songs sung by the teacher or another person.

3. Enjoy receiving demonstrations of the technique and timbre of solo instruments.

4. Begin to develop good musical taste by being exposed to a variety of valuable music.

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## OVERVIEW

| | FEBRUARY | MARCH | APRIL | MAY | JUNE |
|---|---|---|---|---|---|
| RHYTHM | Prepare beat<br>. gross motor skills<br>Fast - slow | | Prepare accent<br>Prepare Pattern with names →<br>Parts of rhymes → | → | Whole Rhymes |
| | Body Percussion | Introduce Instruments Triangle | Woodblock | Drum | |
| MELODY | Intervals<br>s m l s m | s-m | s-l-s-m | | |
| | Improvise in sung conversation - names, colours, numbers, family → | | | | |
| | High - Low<br>Wide distance → | → | Octave → | → | → |
| | Match starting note<br>Higher-Lower | | | | |
| EAR TRAINING | Differentiate Environmental sounds → | Objects → | Voices of other children → | → | Untuned percussion |
| | Dynamics:<br>Soft - Loud<br>Recognise song hummed → | → | Motif hummed → | → | Inner hearing: tap beat - hide melody |

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| | WEEK ONE | WEEK TWO | WEEK THREE | WEEK FOUR | WEEK FIVE |
|---|---|---|---|---|---|
| New songs | See Saw<br>Hickety Pickety | Tick Tock, Had a Little Pig<br>BB Bumble Bee (rhyme) | No Robbers<br>This Little Pig (individually) | Wash the Dishes | Bell Horses<br>Engine Number Nine |
| Revision | Twinkle Twinkle | See Saw,<br>Baa Baa Black Sheep | See Saw, Tick Tock<br>Had a Little Pig | See Saw, Twinkle Twinkle, No Robber<br>Tick Tock, BB Bumble Bee | Wash the Dishes(fast and slow)<br>Had a Little Pig,Baa Baa Black Sheep<br>Question & Answer |
| Other e.g. Listening | 'March'Prokofiev<br>Adventure in music Gr.1 Vol. I<br>Free Movement<br>Listen to T: Go To Sleep | | Sounds where I live<br>Sounds at school<br>Sounds on the road | In-tune pitch<br>Match s-m with T | |
| Melody: Prepare | Imitate T: s-m G-E | Sing names - group only<br>BB Bumble Bee | Question on names<br>Sing: My Name is..<br>Imitate T: s-m G-E | Imitate s-m-l | Other questions sung e.g. colour, weather (improvisation) |
| Melody: Make conscious | | Mummy's voice<br>Daddy's voice<br>Baby's voice | Open mouth | | The Singing Voice verses<br>The Speaking Voice |
| Rythm: Prepare | | The Beat<br>T guiding with sticks | Beat<br>Gross Motor | Skipping | Fast and Slow |
| Rythm: Make conscious | | | Choose partners for 'See Saw' | Partners for beat action | Fast and Slow |
| Inner Hearing | | | | | |
| Form / Reading / Writing | Picture Identification | Terms: Again, Repeat,Different, Same | Picture Identification | | Picture Identification - Article Identification |

| | WEEK SIX | WEEK SEVEN | WEEK EIGHT | WEEK NINE | WEEK TEN |
|---|---|---|---|---|---|
| New Songs | | Rain Rain | Hot Cross Buns | Wind the Bobbin | Old Mother Witch<br>Rock a Bye Baby |
| Revision | Engine Number Nine<br>Bell Horses<br>Hickety Pickety,Go to Sleep | See Saw | Rain Rain, Had a Little Pig,<br>See Saw, Tick Tock | Wash the Dishes<br>Hot Cross Buns<br>Engine Number Nine<br>Had a Little Pig | Engine Number Nine<br><br>(Revise all songs) |
| Other e.g. Listening | Sing questions about pets<br>Individual turns | | | Viennese Musical Clock<br>Adventure in Music<br>Listen for beat - do different movements | Listen to T higher voice - lower. Match starting note |
| Prepare Melody | Explain 'Counting In' Gentle singing | Sung conversation pets, clothes, weather | New sound 'la' in song<br>Rain Rain<br>Recognise higher sound | | Sung conversation: holidays, pets, weather. Choose children to ask questions |
| Make conscious | | | | | |
| Prepare | The Steady Beat<br>Ball Catching | The beat using large ball<br>T ⟶ child | Beat using instruments | Walk the beat | |
| Rythm<br>Make conscious | Faster and Slower | | Echo Clapping<br>Copy Cat<br>T<br>C | Faster-Slower<br>Echo Clapping | Sleepy and Soft |
| Inner Hearing | | | | Sing See Saw out loud - in heads | Sing songs with pictures in heads<br>T sets mood as example |
| Form / Reading writing | | | | | Tap beat on floor — woodblocks |

| | WEEK ELEVEN | WEEK TWELVE | WEEK THIRTEEN | WEEK FOURTEEN | WEEK FIFTEEN |
|---|---|---|---|---|---|
| New Songs | Ring a Ring a Rosy | Bye Low Baby O | On a Little Piece of String<br>Cuckoo | Mud Squash | |
| Revision | Hickety Pickety, Hot Cross Buns, Old Mother Witch | | Bye Low Baby O<br>Ring a Ring, Wash the Dishes, This is How the Indian | Cuckoo, On a Little Piece of String, Rock a Bye Baby | Old Mother Witch<br>Cuckoo, Rock a Bye, See Saw, Elephant, Tick Tock, Nat the Cat |
| Other e.g. Listening | | Listen as teacher sings lullaby. Review 'Viennese Musical Clock' | | Listen to Rock a Bye Baby - teacher gentle soft singing children react to mood however they wish. Pupil/pupil interaction | Evaluation: sing songs individually for teacher. Keep beat in hands or feet while singing |
| Melody<br>Prepare | In tune sing s-m, count up to 10. Count and clap beat softly while singing | Echo whatever teacher sings. 'Copycats' Use $\frac{2}{4}$ and $\frac{6}{8}$ | Echo sing questions in conversation s-m | s-m | s-m |
| Melody<br>Make conscious | | | Gentle, rocking lullaby | | Copy Cats in melodic conversation using sm, slm |
| Rhythm<br>Prepare | | Beat - using ball count in circle & throw ball to beat | - Beat - on instruments (untuned) | Rhythm of child's name. Hear, perform, speak/clap together. Echo clap in pairs | Dancing/walking beat in 'Old Mother Witch' Accent in rhymes |
| Rhythm<br>Make Conscious | | Gentle singing | Copy Cats Indian Song. Omit ♩♩♫♩♩ (break mind set) | Children with names - which 'sound' the same | Recognise own name clapped |
| Inner Hearing | Count as teacher claps up to six (count in head) | | | | |
| Form / Reading / Writing | | | Lullaby | Picture recognition hear tune, choose correct picture from large selection | |

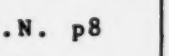
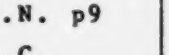
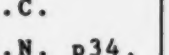
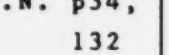
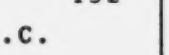
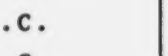
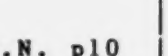
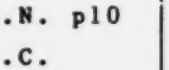
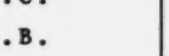
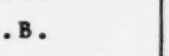
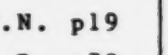
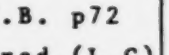
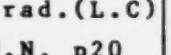
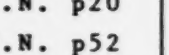
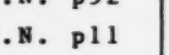
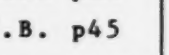
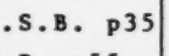
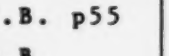
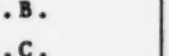
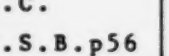
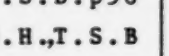
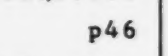
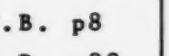
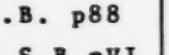
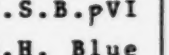
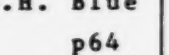
| | WEEK SIXTEEN | WEEK SEVENTEEN | WEEK EIGHTEEN | WEEK NINETEEN | WEEK TWENTY |
|---|---|---|---|---|---|
| New Songs | Hey Hey<br>Snail Snail | | | Lucy Locket | Wind the Bobbin<br>Let's have a Band<br>Jack be Nimble |
| Revision | Bell Horses, Cuckoo On a Little Piece of String | Snail<br>Rain Rain | Snail, Indian, No Robbers<br>All songs known | No Robbers, Wash the Dishes, See Saw, This is How the Indian, Ring a Ring | Known songs for inner hearing.<br>Tick Tock, Old Mother Witch |
| Other e.g. Listening | Listen to new song, copy after example is sung.<br>Actions: bend sway, reach | Listen to 'Old Blue' sung by teacher | Social interaction with Snail | Social interaction through activities<br>Introduce concept of circle game - chase | Awareness songs: Heads and Shoulders<br>Motorcoordination jump at appropriate time while sing Jack Be Nimble |
| Melody — Prepare | Echo sing Hey Hey | slsm new melodic pattern, sing it in 'good mornings' | Good morning slsm sm | slm in songs and good mornings | 'la' |
| Melody — Make conscious | | Pitch matching - children get their voices same as teachers | Individually perform all songs and rhymes | | |
| Rhythm — Prepare | Beat: using bells while skipping | Slow beat of Snail<br>Perform on each other (social interaction) | | Beat | Walk beat with Wind the Bobbin. Children must now feel beat without teacher direction |
| Rhythm — Make conscious | | Copycats-individual performance of rhythmic patterns | Walk on the beat like Snails | Reinforce listening of echo clapping. Listen to other children. | Beat/rhythm pattern using untuned instruments |
| Inner Hearing | Snail following up teacher's arm-mouth words | | This is How the Indian ⟶ Sing songs in heads wait for pattern at end | Using puppet, introduce hearing a complete song in head (See Saw) | Individual inner hearing |
| Form — Reading writing | Read from pictures and copy | | | | Repeat: Band song Children come in on their turn |

| | WEEK TWENTY-ONE | WEEK TWENTY-TWO | WEEK TWENTY-THREE | WEEK TWENTY-FOUR | WEEK TWENTY-FIVE |
|---|---|---|---|---|---|
| New Songs | One, Two, Three | Bounce High Bounce Low | Fuzzy Wuzzy | Naughty Pussy Cat | Mr Fox |
| Revision | Bell Horses, On a Little Piece of String, Go to Sleep (Review all) | Wind the Bobbin Snail Snail, Hey Hey, Bye Low Baby O, One, Two, Three | Wash the Dishes Lucy Locket, Snail Snail, Old Mother Witch | Snail Snail, Fuzzy Wuzzy, Lucy Locket Bye Low Baby O | One, Two, Three Fuzzy Wuzzy, Lucy Locket, Naughty Pussy Cat |
| Other e.g. | Skipping/singing. Children must listen to see whether all are skipping to the words | Wide range of Wind the Bobbin | | Similar songs: 8 beats - 16 beats, shown by beat on floor. Puppet - individual performance. | Review all songs. Button, Bounce High Wind the Bobbin |
| Melody Prepare | so-la | Fun song "The Australian' has completely new wide range | s-m-d | s-m-s-l-s<br>m-s<br>s-m-d | slm<br>smd<br>mrd |
| Melody Make conscious | Individual singing performances in Lucy Locket. Sing 'The Ready' hear how some children are high/medium/low | | | | |
| Rhythm Prepare | Beat in feet | Echo | Recognise names clapped. Recognise rhymes clapped. Ostinato 'ta' ♩ beat | Beat | ♩ Beat |
| Rhythm Make conscious | | Listen to patterns and repeat after teacher. Group-individual | Instruments for band. Slow beat-steady | Show feet on floor (No 'ta ♩ yet) Walk songs through | |
| Inner Hearing | | | New songs. Part sung, part clapped at given sign | | When reviewing songs sing at least once in heads/out loud. Card recognition |
| Form Reading Writing | | Softer - Louder > < Speaking & singing | | Read beat in feet floor | Discern and recognise hummed songs with cards |

| | WEEK TWENTY-SIX | WEEK TWENTY-SEVEN | WEEK TWENTY-EIGHT | WEEK TWENTY-NINE | WEEK THIRTY |
|---|---|---|---|---|---|
| New Songs | | The Farmer in the Dell | | | Bow Wow Wow |
| Revision | One Two Three, Fuzzy Wuzzy, On a Little Piece of String | One Two Three | Bounce High, All 8 and 16 beat songs The Farmer in the Dell | Button You Must Wonder, Bounce High Farmer in the Dell | Jack Be Nimble, See Saw, Tick Tock, There was an old woman |
| Other e.g. Listening | | Old Blue quiet listening | | | Gentle soft singing Naughty Pussy Cat Introduce 𝄽 rest. |
| Melody Prepare | Sing song with neutral syllable mrd | Walking beat while singing all songs mrd | Good mornings s-m-d s-m-l | s-m slsm in greeting | d m s m r d high-low 8ve 5th |
| Melody Make conscious | | | | Reinforce gentle singing | |
| Rhythm Prepare | Ostinato ♩ ♩ in Elephant s m | | Beat | ♩ = taa Walk with feet shapes on the floor | Beat and pattern to gether. Use See Saw - tambour. Tick Tock - tone block |
| Rhythm Make conscious | | feet = beat walking | | | |
| Inner Hearing | | One Two Three | Walk beat while singing songs in head | Bounce High, keep ♩ beat with ball. Teacher-child while singing in heads | Using heart beat keep beat while singing in head |
| Form Reading Writing | Reading Series Songs | | Children have to think quickly for Farmer - Social Interaction. | Recognise song pictures Sing individually | Continuous beat on a chart |

| | WEEK THIRTY-ONE | WEEK THIRTY-TWO | WEEK THIRTY-THREE | WEEK THIRTY-FOUR | WEEK THIRTY-FIVE |
|---|---|---|---|---|---|
| New Songs | Teddy Bear | Little Sally Water | Children Run Joyfully<br>Doggie Doggie | | |
| Revision | Engine NumberNine<br>Fuzzy Wuzzy | Cuckoo<br>Bow Wow Wow | Teddy Bear<br>Wind the Bobbin | Bow Wow Wow, Little Sally Water<br>Christmas Songs | |
| Other e.g. Listening | Comparatives High/Low, Fast/Slow. Soft/Loud | | Christmas music<br>Gather children's selection for next week | | |
| Melody<br>Prepare | s m d | Call/response<br>s m d | s m d | s m d<br>Reinforce all sounds in head | |
| Melody<br>Make conscious | High/Low 8ve,5th<br>Recognise high and low instruments | High-low in space<br>⟶3rd<br>shoulders⟶head | High - low in pictures | | |
| Rhythm<br>Prepare | Movement to music walking the heart beat of the music<br>Walk - tiptoes heels, reverse | Echo rhythm patterns using different tambre instruments | | Dance movements to folk music<br>Walk in, out, backwards | |
| Rhythm<br>Make conscious | Heart beat of song | Teacher shows and points heart beat | Children point and sing heart beat | Review heart beat | |
| Inner Hearing | | Children individually sing in head - keep beat on chart or board | | Count while dancing | |
| Form<br>Reading<br>Writing | Listen to:<br>Hickory Dickory Dock | Read song beats from pictures 8 and 16 beat songs - how many picture beats | | | |

## YEAR ONE SONG LIST

| SONG | SOURCE | RANGE | METRE | OPENING RHYTHM |
|---|---|---|---|---|
| See Saw | M.N. p8 | s-m | 2/4 |  |
| B.B. Bumble Bee | P.B. | s-m | 2/4 | |
| Tick Tock | M.N. p9 | s-m | 2/4 |  |
| No Robbers | L.C. | s-m | 2/4 |  |
| Old Mother Witch | M.N. p34, 132 | s-m | 2/4 |  |
| Doggie Doggie | L.C. | s-m (l) | 2/4 |  |
| Hey Hey Look at Me | P.B. | s-m | 2/4 | |
| Bye Low Baby O | L.C. | s-m | 2/4 |  |
| Cuckoo | L.C. | s-m | 2/4 | |
| On a Little Piece of String | M.N. p10 | s-m | 2/4 |  |
| Snail Snail | L.C. | l-s-m | 2/4 |  |
| Touch Your Shoulders | P.B. | l-s-m | 6/8 |  |
| Bounce High | P.B. | l-s-m | 2/4 |  |
| Lucy Locket | M.N. p19 | l-s-m | 2/4 |  |
| Bell Horses | Y.B. p72 | l-s-m | 6/8 |  |
| Jack Be Nimble | trad.(L.C) | l-s-m | 6/8 |  |
| Little Sally Water | M.N. p20 | l-s-m | 2/4 |  |
| Hot Cross Buns | M.N. p52 | m-r-d | 2/4 |  |
| Ring a Ring | M.N. p11 | l-s-m-d | 6/8 |  |
| One Two Three | Y.B. p45 | l-s-m-d | 2/4 |  |
| Teddy Bear | T.S.B. p35 | l-s-m-d | 2/4 |  |
| Naughty Pussy Cat | Y.B. p55 | l-s-m-r-d | 2/4 |  |
| Bow Wow Wow | P.B. | d-r-m-s-l | 2/4 |  |
| Witch Witch | L.C. | s-m-d | 2/4 |  |
| Button You Must Wonder | T.S.B.p56 | s-m-r-d | 2/4 |  |
| Fuzzy Wuzzy | D.H.,T.S.B p46 | s-m-d | 2/4 |  |
| The Farmer in the Dell | Y.B. p8 | s;d-r-m-s-l | 6/8 |  |
| I Will Bow to You | Y.B. p88 | l-s-f-m-r-d | 6/8 |  |
| On the Mountain | T.S.B.pVI | l-s-f-m-r-d | 2/4 |  |
| Mr. Sun | D.H. Blue p64 | s-l | 2/4 | |

## YEAR ONE SONG LIST

| ENJOYMENT SONGS | SOURCE | RANGE | METRE | OPENING RHYTHM |
|---|---|---|---|---|
| Baby Bear | Vajola p45 | | | |
| Goin ' to the Zoo | S in A p10 | | | |
| Miss Polly had a Dolly | S in A p12 | | | |
| My Little Puppy | S in A p17 | | | |
| My Hands Upon | S in A p34 | | | |
| Nat the Cat | H in SS p1 | | | |
| **SONG/RHYMES** | | | | |
| This Little Pig | | | | |
| I'm a Little Teapot | | | | |
| The Grand Old Duke of York | | | | |
| Sing a Song of Sixpence | | | | |
| Humpty Dumpty | | | | |
| Mary Mary | | | | |
| Engine Number Nine | | | | |
| Pat-a-Cake | | | | |
| Twinkle Twinkle | | | | |
| Here is the Church | | | | |
| Ride a Cock Horse | | | | |
| Two Little Dickie Birds | | | | |
| Wash the Dishes | | | | |
| Jack and Jill | | | | |
| One Potato | | | | |
| Rock a Bye Baby | | | | |
| Had a Little Pig | | | | |
| Wind the Bobbin | | | | |

## YEAR ONE SONG LIST -SOURCE ABBREVIATIONS

| | |
|---|---|
| M.N. | Marta Nemesszeghy's Childrens Song Book (Teacher's Manual) |
| P.B. | Pam Burton: Creative Music The Kodaly Way |
| L.C. | Liz Cutton handouts |
| Y.B. | Yellow Book - Deanna Hoermann Stage One |
| TSB | The Singing Book, Hein, Choksy, Dalton |
| SinA | Songs in Action |
| Vajola | The Kodaly Method |
| H is SS | Happiness is Singing a Song |

*****

# YEAR TWO AND THREE MUSIC PROGRAM

## SPECIFIC OBJECTIVES

### MELODY

The child should be able to

1. Sing 20 more songs (d-d') in $\frac{2}{4}, \frac{3}{4}, \frac{6}{8}$ pitched between C-C' performed at tempi 100-112.
2. Identify, sing, write and read d r m s l with sol-fa syllables and hand signs.
3. Read and write s-m-d on staff (including dictation).
4. Echo melodic motifs in the five note scale.

** Enjoy singing songs and their games.

### RYTHM

The child should be able to:

1. Differentiate between $\frac{2}{4}$ and $\frac{6}{8}$ songs and write the beat for both.
2. Read and write the opening patterns and patterns for whole songs in $\frac{2}{4}$ using ♩, ♩♩, 𝄽.
3. Feel and mark the accented beat in $\frac{2}{4}$ songs and write barlines and time signatures.
4. Conduct in $\frac{2}{4}$ time.
5. Repeat rhythmic motifs (8 beats) and take rhythmic dictation.
6. Perform beat and pattern of songs together.

### EAR TRAINING

The child should be able to

1. Develop awareness of the dynamics p, f (soft -loud) crescendo, decrescendo.
2. Recognise song from handsigns - starting note given.
3. Show the rise and fall (in space) of pitch of known songs using d r m s l:

(a) in space

(b) in space - eyes closed

(c) with handsigns

(d) with handsigns - eyes closed.

4. Show rise and fall of pitch to the teachers hummed tune or played notes using d r m s l:

(a) in space

(b) in space - eyes closed

(c) with handsigns, the sol-fa being sung.

**PART WORK**

The child should be able to

1. Sing partner songs, melodis canons, simple two part exercises in a group.

2. Sing melodic ostinato to songs using words or sol-fa syllables of a four beat structure.

3. Perform simple rhythmic canons using the pattern of a well known song.

**FORM**

The child should be able to:

1. Understand and use the repeat sign.

2. Perform canons, rounds, ostinate.

3. Perform an answer to a rhythmic question.

4. Show through colours, fruit etc.,structures that are the same, similar or different.

**LISTENING**

The child should be able to:

1. Appreciate recordings/live music.

2. Become familiar with high-low instruments.

## OVERVIEW

| | FEBRUARY | MARCH | APRIL | MAY | JUNE |
|---|---|---|---|---|---|
| MELODY | Prepare s-m<br>Review Year One concepts | Make conscious s-m<br>Prepare la → | → | Make conscious 'la' | Prepare 'doh' → |
| RHYTHM | Review Year One concepts | | Prepare accent in 2's | → → | Introduce accent |
| PART WORK | Review rhythmic ostinato - use words of a melodic motif | Introduce melodic ostinato | | | Introduce partner songs |
| FORM | | | Make conscious structures that are the SAME | | Make conscious SAME AND DIFFERENT |
| LISTENING | | March music characteristics | p f<br>(soft) (loud) | Contrast march - lullaby | crescendo decrescendo<br>< > |

## OVERVIEW

| | JULY | AUGUST | SEPTEMBER | OCTOBER | NOVEMBER |
|---|---|---|---|---|---|
| MELODY | Make conscious 'doh'<br>Prepare staff<br>'la' conscious | Prepare 're' s-m-l<br>Prepare do-re | Make conscious staff | Introduce 're'<br>'doh' conscious | 're' conscious<br>Review |
| RHYTHM | Prepare 'taa' ♩<br>Bar \| \|<br>Double barline ‖<br>Time Sign 2<br>Repeat :‖ | Conduct in 2 | | Introduce ♩ beat | Review |
| PART WORK | | | | Introduce simple 2 part singing | Review |
| LISTENING FORM | | | | Make conscious SIMILAR | Review |
| | | | Instruments Low | Instruments High | Review |

| | WEEK ONE | WEEK TWO | WEEK THREE | WEEK FOUR | WEEK FIVE |
|---|---|---|---|---|---|
| New Songs | One Potato + game | Lickety Spry | Mill Wheel<br>Rattle Snake | Oats & Beans & Barley | Little Brown Snail<br>Merrily We Roll Along |
| Revision | Jack be Nimble,<br>Lucy Locket<br>BB Bumble Bee<br>Bounce High | Button You Must Wander<br>One Potato<br>See Saw | Naughty Pussy Cat, 123,<br>Blue Bird Bell<br>Horses<br>Walk Daniel | Old Mother Witch<br>See Saw<br>Mill Wheel | One Potato<br>Lickety Spry<br>Individual Turns for all songs<br>Oats & Beans & Barley, 123 |
| Melody<br>Prepare | Individual singing s-m | s-m | s-m<br>smlsm - ask question improvise greeting | s-m high-low on tuned percussion | Show high-low with eyes closed. Hear high and low Sounds of See Saw |
| Melody<br>Make conscious | | High-low<br>Lickety Spry<br>High-low on tuned and untuned percussion | | Show beginning of See Saw in space | |
| Rhythm<br>Prepare | Beat and rhythm together. Find beat in unknown song | Beat-rhythm | Skip beat to Prepare 'ɾ' 123<br>Naughty Pussy Cat, Rattlesnake | Ostinato ♩♩♩ɾ to Rattlesnake | ♫ |
| Rhythm<br>Make conscious | Reinforce '♩' beat with ball | 1/2 beat 1/2 rhythmic pattern March. Use untuned percussion to keep beat | | l s f structure of Mill Wheel | 'ɾ' in One Two Three, Rattlesnake |
| Inner Hearing | Bounce High keep beat out loud | See Saw | Sing high sounds out loud, low sounds in head. Naughty Pussy Cat | Match Higher and lower starting | Hear ɾ in head Sing all See Saw in Head. 1 2 3 in Head |
| Form / Listening | Read from pictures: Identification<br>T. sings One Potato, children find beat | Prokofiev - March<br>Adv. in Music Gr I Vol II<br>Pop Goes the Weasel Gr 4 Vol I | Naughty Pussy Cat<br>♫ on head<br>♩ on hands | | Characteristics of a March |

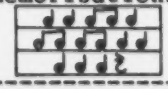
| | WEEK SIX | WEEK SEVEN | WEEK EIGHT | WEEK NINE | WEEK TEN |
|---|---|---|---|---|---|
| New Song | | Merrily We Roll Along | The Little Yellow Bus | Hush Little Baby | Horse Shoe (♩♫♩♩) |
| Revision | Assess for 1. Singing in tune 2. High/low accuracy (Mill Wheel, Naughty Pussy-cat) | Lucy Locket Rattlesnake Lickety Spry Bow to Your Partner, Mill Wheel | Merrily We Roll Along, See Saw Mill Wheel, One Potato, Hot Cross Buns | See Saw, The Little Yellow Bus, Oats & Beans & Barley, Mill Wheel | Revise all songs learnt |
| Melody Prepare | l-s-m | High-low s-m Sung low-high | s-m | s-m using magnetic board with pictures | Sing at own pitch individual performance |
| Melody Make conscious | s-m (if ready) | | | | Children give appropriate starting note - determine |
| Rhythm Prepare | Beat & rhythm | ♫ in all songs | ♫ in See Saw (use magnetic board) | ♫ in See Saw Accent in 2 - strong and weak beat | Steady beat in Hot Cross Buns |
| Rhythm Make conscious | Reinforce 𝄽 Recognise 𝄽 in Rattlesnake | Steady ♩ beat in The Ball 𝄽 in Mill Wheel | | | |
| Inner Hearing | | Mill Wheel | See Saw | | Hot Cross Buns Beat out loud |
| Form / Listening | | Reading Series On the Farm "Milking Time" | Discuss origin of buns - why? Mill Wheel (stencil) ♩♩♩♩♩♩♩𝄽 | Sing songs (piano p) soft | Milking Time Stencil: Hot Cross Buns ♩♩♩𝄽 |

| | WEEK ELEVEN | WEEK TWELVE | WEEK THIRTEEN | WEEK FOURTEEN | WEEK FIFTEEN |
|---|---|---|---|---|---|
| New Songs | Chatter With The Angels (♫♫♩♩) | Hello Everybody | | Spinning Top | Test Rhythm patterns and sol-fa |
| Revision | Horseshoe<br>See Saw<br>Mill Wheel | See Saw<br>Chatter With The Angels | Merrily We Roll Along, See Saw, No Robbers, Hush Little Baby, Lucy Locket, Chatter with the Angels | One, Two, Three<br>Mr. Wolf | Spinning Top<br>Chatter with the Angels |
| Melody<br>Prepare | Sing in rhythm pattern - own name i.e. clap/sing<br>Prepare sm, high sound out loud, low sound in head | Show rhythms as high & low. Oral recognition of same | Hear s l m | s - m - d<br>s - l - m | Read smd, solfa patterns from board<br>Show high/low in all combinations |
| Make conscious | Show high and low in space with eyes closed | s-m | Reinforce s-m<br>Stencil of See Saw write in sol-fa | Sung conversation to *. Read sm in all combinations. Read - hear- sing | Sol-fa with rhythm pattern = melody |
| Rhythm<br>Prepare | | Review accent activity using 'Horseshoe' | Hear - identify a clapped pattern | | |
| Make conscious | ♫2 sounds on ♩ beat. Read ♫ in ♩♩♫♩ and all other positions.<br>Prepare accent | | Beat on untuned instruments. Show accent on floor/carpet ♩♫♩♫♩ strong/weak | *Rhythm conversation. Teacher claps question child answers | Comprehension of sol-fa and rhythm pattern together |
| Inner Hearing | Sing low sounds in head | Merrily We Roll Along | No Robbers + playing games | Sing sm patterns from hand signs in heads. Recognise songs from hand signs | Practice all example before singing out loud |
| Form<br>Listening | | | Read rhythm pattern cards individually | Match song pictures to rhythm patterns<br>♩♩♩♩♩♩𝄽<br>♩♩♩𝄽♩♩♩𝄽<br>♩♩♫♩♫♫♫♩ | Notation |

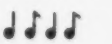
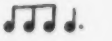
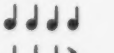
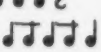
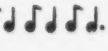
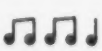
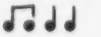
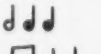
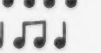
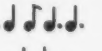
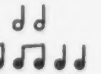
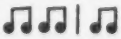
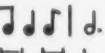
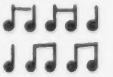
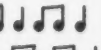
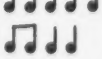
| | WEEK SIXTEEN | WEEK SEVENTEEN | WEEK EIGHTEEN | WEEK NINETEEN | WEEK TWENTY |
|---|---|---|---|---|---|
| New Song | Test rhythm pattern alone | Go In and Out | Here Comes a Blue- | Bow Wow Wow, | Let's All Have A Band |
| Revision | | Spinning Top, Oats and Beans, Chatter With the Angels Cuckoo, Horseshoe Milking Time | Spinning Top All songs and games. | Go In and Out, Mill Wheel, Pull the Handle, Oats and Beans, Lucy Locket | Bow Bow Bow, Here Comes a Bluebird Bell Horses, Cuckoo, Mr Wolf, Chatter With the Angels |
| Melody Prepare | | la-doh Doh in melody that rises e.g. ♫♫♫♫♩ dddmsss | la | s md d ms | Band song has extended range. High notes to be stressed i.e. do not miss them |
| Melody Make conscious | | Sing while playing game. Recognise other voices while blindfolded | Review sm in all positions | Reinforce slsm Review sm with hand signs. Break pattern s-m-ss-m | Reinforce sm in all combinations. See and hear |
| Rhythm Prepare | | | | | |
| Rhythm Make conscious | Read cards - clap pattern without error | Beat instruments Sing and perform beat on percussion instruments. Echo tap on tambour: Teacher - child Child - child | Rhythm snake - stress that no beats are missed | Echo clap patterns Teacher - class Teacher-individual Opening rhythm of Lucy Locket ♫♫♫♫♫♫♫♩♩ | |
| Inner Hearing | | Oats and Beans in heads and beat on instruments | While singing songs in heads, play game e.g. Lucy Locket 1 2 3 | | Bell Horses At sign - sing |
| Form / Listening | | | | Group together in different combinations. Children watch for any child left out. Body Awareness: left-right | |

| | WEEK TWENTY-ONE | WEEK TWENTY-TWO | WEEK TWENTY-THREE | WEEK TWENTY-FOUR | WEEK TWENTY-FIVE |
|---|---|---|---|---|---|
| New Song | 'A' my name is Abbie | This is What I Can Do | Spoonful of Sugar (Enjoyment) | Money and Key | Down Came a Lady |
| Revision | Cuckoo<br>1 2 3 | 'A' my name is<br>One Potato<br>All make a Horse-shoe | Go In and Out<br>Oats and Beans<br>Lickety Spry | Spinning Top | Bow Wow Wow, Bounce High, Jet Plane, Down Comes Johnny<br>Oats and Beans |
| Melody<br>Prepare | *Develop pitch matching. Sing good morning every lesson to overcome problems | s - m - d | s - m - d | s - m - d<br>m - r - d | s - m - d<br>l - s - m - d |
| Make conscious | Read s-m in all positions. Teacher→ class→individual | Sing individually and give actions for class to follow | | To hear and echo patterns using sm Then give solfa names. Group - individual | Reinforce la-s-m in all positions<br>Teach 'la' B B Bumble Bee |
| Rhythm<br>Prepare | | | ♩♫♫ | ♩♫♫ | |
| Make conscious | Rhythm in speech<br>Memory of rhyme<br>Improvise words | Beat passed in ball while singing<br>Echo clap-identify rhythm pattern using ♩♫𝄾 | To hear rhythm pattern, echo clap and then give rhythm pattern names, without missing the beat | | |
| Inner Hearing | | Group Work - all children work out pattern clapped<br>Children take turns to give answer | | | Oats and Beans<br>Sing in head. Keep beat with ball |
| Form / Listening | Improvisation - new words to known song, e.g. See Saw | | Children learn to work with each other to a goal | | |

| | WEEK TWENTY-SIX | WEEK TWENTY-SEVEN | WEEK TWENTY-EIGHT | WEEK TWENTY-NINE | WEEK THIRTY |
|---|---|---|---|---|---|
| New Songs | Song Review | Song Review | Mary Ann | I've Been to Harlem | Come on Everyone |
| Revision | This is What I can Do, Mill Wheel, Money and Key, Down Came a Lady, Bounce High | Chatter With the Angels, Cuckoo Bounce High, Mill Wheel, 1 2 3, Pull the Handle, Go In and Out | Money and Key Bow Bow Bow | Mary Ann, Money & & Key, Mill Wheel, Bounce High, Cuckoo (stencil) | Spinning Top, Bow Bow Bow, This is What I Can Do, Oats and Beans, I've Been to Harlem |
| Melody<br>Prepare | s - m - d<br>m - r - d | | Pitch matching children's voices on 'doh' | Read slsm from sheets. Hear in all combinations smd | s - m - d |
| Melody<br>Make conscious | Reinforce 'la' with handsigns<br>s l s m<br>l s m m | Read, hear 'la' in new positions. Change patterns Individual performance | la - read, hear, sing. Teacher - class-individual | Make conscious wide / distance la-me / close so-me / closer s-la → Hear in all combinations | Review slm. Show hand signs individually |
| Rhythm<br>Prepare | | Bounce High with rhythm pattern and solfa | *Stencil - read patterns of songs with lsm ♩♫𝄾 | Dotted notes in 4 rhythm. Smooth/ jerky | Prepare skipping in Oats and Beans |
| Rhythm<br>Make conscious | Review songs after hearing rhythm pattern only | | Rhythm while dance Progressive version of Bow Bow. Children must interact with ALL OTHERS | | Practice ♩ and ♫ |
| Inner Hearing | Mill Wheel. Walk while singing song in heads | | | Sing 'I've been to 'Harlem' while walking the beat | Perform songs in heads and out loud, following directions |
| Form / Listening | Repeat Stencil ♫♫ s s m m see rhythm pattern and solfa together | Work out rhythm pattern and solfa for known songs Bounce High, Mill Wheel | Improvisation follow directions of Mary Ann | Binary A - B → I've been to Harlem | |

| | WEEK THIRTY-ONE | WEEK THIRTY-TWO | WEEK THIRTY-THREE | WEEK THIRTY-FOUR | WEEK THIRTY-FIVE |
|---|---|---|---|---|---|
| New Songs | Charlie Over The Ocean | Fire in the Galley | Looby Loo | Children Run Joyfully | |
| Revision | Old Mother Witch<br>There Was an Old Woman<br>Ring a Ring | One Two Three<br>Bow Bow Bow | One Two Three<br>Wind the Bobbin<br>Charlie over the Ocean | Oats & Beans & Barley | Review |
| Melody — Prepare | Prepare doh | Prepare doh | | | |
| Melody — Make conscious | | | Make conscious 'doh' in One Two Three | Sing songs as partner songs. Reinforce 'doh' with relation to l-s-m. | |
| Rhythm — Prepare | Prepare beat & ostinato<br>♩ ♩ ♫ ♩<br>lap clap shoulders | ostinato on instruments -reinforce<br>♩.♫.𝄾 | | | |
| Rhythm — Make conscious | | | Reinforce all rhythms with games memorisations<br>  etc. | Make conscious ♩. beat as a beat to skip to. Oats and Beans | Review ♩♫𝄾<br>♩.skipping beat |
| Inner Hearing | Practice all songs singing | out loud and in heads, beat and rhythm | | pattern while singing, ostinato while | |
| Form — Listening | Folk music and dance. Movement using simple steps. Instruments - high -violin, piccolo, clarinet | Stockman's Trio Dance | Instruments - low bassoon, double bass, trombone | | Dancing to music Stockman's Trio |

## YEAR TWO - THREE SONG LIST

| SONG | SOURCE | RANGE | METRE | OPENING RHYTHM |
|---|---|---|---|---|
| One Potato | BB p111 | lsfmrd | 6/8 |  |
| Lickety Spry | BB p13 | s md | 6/8 |  |
| Mill Wheel | TSB p16 | l s m | 2/4 |  |
| Rattlesnake | LC | l s m | 2/4 |  |
| Spinning Top | BB p18 | smd | 2/4 | |
| Money and Key | BB p36 | smrd | 2/4 |  |
| Oats and Beans and Barley | Vajda p26 | sfmrd | 6/8 |  |
| Merrily We Roll Along | TSB p31 | smrd | 2/4 |  |
| Horseshoe | BB p85 | lsmrd | 4/4 |  |
| Way Way Oh | BB p85 | lsfmrd | 4/4 |  |
| Stop | BB p80 | smrd | 2/4 | |
| Go In and Out | BB p69 | lsfmrd | 2/4 |  |
| Jig Jog | BB p57 | smrd | 2/4 |  |
| Fire in the Galley | BB p46 | lsfmrd | 6/8 |  |
| Who's That | BB p60 | lsfmrd | 2/4 |  |
| Chatter With the Angels | BB p108 | s,l,drm | 4/4 |  |
| The Dragon | BB p108 | s,l,t,drm | 2/4 |  |
| Looby Loo | BB p107 | s,l,t,drmfsl | 6/8 |  |
| Bow Bow Bow Belinda | S in a P32 | s,l,t,drmfs | 2/4 |  |
| Johnny Got Your Hair Cut | BB p110 | msltd'r''m' | 2/4 |  |
| This is What I can Do | BB p110 | s,l,dm | 2/4 |  |
| Happy Song | BB p114 | drmfsl | 2/4 |  |
| Down Came a Lady | MN p97 | drmsl | 2/4 |  |
| Hello Everybody | S in A p14 | Enjoyment | | |
| Hush Little Baby | S in A p59 | Enjoyment | | |

## YEAR TWO - THREE SONG LIST

| SONG/RHYMES | SOURCE | RANGE | METRE | OPENING RHYTHM |
|---|---|---|---|---|
| Andy Pandy, Sugar and Candy | | | | |
| Bread & Butter, Marmalade Jam | | | | |
| Diddle Diddle Dumpling | | | | |
| Hey Diddle Diddle | | | | |
| Ride a Cock Horse | | | | |
| To Market, To Market | | | | |
| This Little Piggy | | | | |
| Two Four Six Eight | | | | |
| Wee Willie Winkie | | | | |
| Lady-bird, Lady-bird | | | | |
| Frogs in the Meadow | | | | |
| Charlie Over the Queen | | | | |
| I've Been to Harlem | | | | |
| "A" My name is Abbie | | | | |

## YEAR TWO-THREE SONG LIST - SOURCE ABBREVIATIONS

| | |
|---|---|
| BB | Blue Book - Deanna Hoermann Stage 2 |
| S in A | Songs in Action |
| LC | Liz Cutton |
| TSB | The Singing Book; Hein, Choksy, Dalton |
| Vajola | The Kodaly Method |
| MN | Marta Nemesszegh's Childrens Song Book (Teacher's Manual) |

YEAR FOUR - FIVE MUSIC PROGRAM

## SPECIFIC OBJECTIVES

### MELODY

The child should be able to:

1. Sing 20 more songs (range d-d',C-D') in $\frac{2}{4}\ \frac{3}{4}\ \frac{4}{4}\ \frac{6}{8}$, 2 part songs included.
2. Identify, sing, write and read d r m s l on staff, and show with hand signs.
3. Notate and show dictation skills.
4. Echo melodic motifs in the five note scale.
5. .Develop awareness of expressive qualities:- legato, staccato, allegro and moderato.
6. .Play simple tunes on the recorder.

** Enjoy singing songs and their games.

(.Stage 3 Level, no dot Stage 2)

### RHYTHM

The child should be able to:

1. Differentiate $\frac{2}{4}$ and $\frac{6}{8}$ time and show beat for both.
2. Read and write the pattern of whole songs in $\frac{2}{4}$ time using all rhythmic patterns.
3. Feel and mark the accented beat in $\frac{2}{4}$, use bar lines and time signature.
4. Conduct in $\frac{2}{4}$ time.
5. Repeat up to 8 beat rhythmic motives and take rhythmic dictation with question and answer.
6. Perform beat and rhythm together.

### EAR TRAINING

The child should be able to:

1. Develop awareness of dynamics p, f, >, <.
2. Recognise a song from handsigns.

3. Perform known songs with sol-fa and handsigns.

4. Show contour of unknown progression of notes from teacher, while sung or played.

PART WORK

The child should be able to

1. Sing songs and canons in two parts, ostinato.

2. Perform simple rhythmic canons, drones.

3. Respond to handsigns to include elementary two handed singing.

4. .Read and sing in two parts using:
   (a) handsigns
   (b) sol-fa letter names
   (c) hand staff
   (d) music staff.

FORM

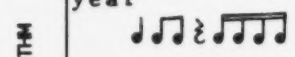
The child should be able to:

1. Understand and use repeat sign .

2. Understand introduction and coda.

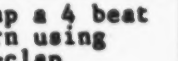
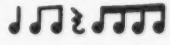
3. Understand structures same, similar and different.

## OVERVIEW

| | FEBRUARY | MARCH | APRIL | MAY | JUNE |
|---|---|---|---|---|---|
| MELODY | Prepare s-m<br><br>Review previous year | Make conscious s-m<br><br>Prepare la | Make conscious la<br><br>Prepare doh | Make conscious doh<br><br>Prepare staff | Review |
| RHYTHM | Review previous year<br>  | Prepare accent<br><br>Echo clapping 4 bars (p and f) | | Make conscious Question and Answer in rhythmic conversation | Introduce<br>bar \| \|<br>double bar ‖<br>repeat :‖<br>time signature<br>Review |
| PART WORK | | Introduce ostinato | | Sing known songs as partner sings | Review |
| FORM | | Make conscious structures that are SAME | Make conscious structures that are DIFFERENT | Make conscious structures that are SIMILAR | Review |
| LISTENING | piano-p-soft<br>forte-f-loud | Characteristics of a March<br>>< (crescendo, decrescendo)<br>Instruments of Orchestra ⟶ ⟶ | Characteristics of a Lullaby<br><br>High ⟶ ⟶ | Characteristics of a Waltz<br><br>Low | Review |

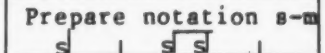
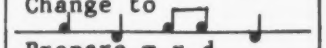
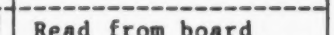
## OVERVIEW

| JULY | AUGUST | SEPTEMBER | OCTOBER | NOVEMBER |
|---|---|---|---|---|
| Prepare re<br><br>Introduce | Make conscious staff<br>s-m-d on staff | m-r-d on staff<br>absolute names first | l on staff | Review |
| Recorder<br>C-A B A G<br>(s-m) (m r d) | G-E A G E<br>(s-m) (l s m) | E D C<br>(m r d) | C' D' | Review |
| Prepare ♩<br>songs with<br>Conduct in 2 | Make conscious ♩<br>Prepare done in | | Reinforce ♩ 𝅗𝅥.<br>Make conscious<br>♩ or ♩♩ | Review |
| Introduce simple 2 part reading clap patterns | 2 part: sing & clap<br>play recorders<br>(2 groups, individual) | | 2 part sol-fa | Review |
| Introduction | | Coda | | Review |
| Groups of instruments | Types of songs: Folksongs → modern songs → patriotic songs<br>Strings → → | Woodwind → → | Brass | Review |

| | WEEK ONE | WEEK TWO | WEEK THREE | WEEK FOUR | WEEK FIVE |
|---|---|---|---|---|---|
| New Song | Dinah<br>Listen to<br>Herrin's Head | Miss Mary Jane | | Tideo | Willow Bee |
| Revision | Peanut Song<br>Wishy Washy<br>Bingo | Dinah<br>John Kanaka<br>Potato | Cuckoo Song, Miss Mary Jane, Peanut Song, Bluebird<br>Bingo | Dinah<br>Categories<br>Ram Sam Sam | Miss Mary Jane<br>Tideo, Cuckoo<br>Wishy Washy |
| Melody | Sing Songs using pentatonic and diatonic tonality<br>Mainly pentatonic | → | Prepare m-s-l especially in 'Cuckoo'<br>Activities for high and low sounds | Prepare s-m in 'Categories'<br>High-low activities continue | Make conscious s-m in all songs<br>Cuckoo, Categories plus handsigns |
| Rhythm | Review known patterns <br>Keep beat and rhythm separately<br>Divide class - hear both performed together<br>Prepare | Make up a 4 beat pattern using -clap around class<br>Make conscious  in Dinah | Rhythmic ostinato and imrovisation  to 'Peanut'<br>Reinforce | Rhythm echo around class group/individual<br>Reinforce <br> | →<br>Prepare accent in 2 only, marked movement for strong beat |
| Dictation | Echo clap 4 beat patterns from T<br>Group-individual | Write teachers clapped pattern on blackboard | | Dictate patterns using  | Read s-m from T handsigns from BB notation using syllables only eg<br> <br>s m s s s s m |
| Other | Dance to Wishy Washy | Sing songs piano-soft-p | Listen to high sounds played loudly-softly<br>Low sounds played loudly, softly | | Sing songs getting softer<br>Decrescendo |

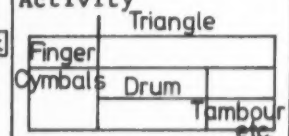
| | WEEK SIX | WEEK SEVEN | WEEK EIGHT | WEEK NINE | WEEK TEN |
|---|---|---|---|---|---|
| New Song | | Hot Potato + game | Hush Little Baby | Rocky Mountain | |
| Revision | Dinah, Miss Mary Jane<br>Tideo, Willow Bee | I'm a Peanut | Hot Potato - use comparatives<br>High/Fast/Soft<br>Low/Slow/Loud<br>Willow Bee + game | Miss Mary Jane<br>Lucy Locket<br>Hush Little Baby | Revise all songs |
| Melody | Reinforce s-m<br>Recognise s-m in infants song<br>See 'See Saw' | Test of s-m | Characteristics of a Melody/Lullaby | Prepare/make conscious 'la'<br>Individual/group sing answering questions<br>Improvise answers | Beautiful singing - get children to sing individually |
| Rhythm | Review ♩♫♫𝄽 and new pattern | Test of all rhythm patterns | Echo clap 4 beat patterns. Beat rhythm of Willow Bee | Walk Beat<br>Determine rhythm of Lucy Locket<br>Review | Review all rhythm patterns.<br>Aural and visual recognition<br>Rhythm games e.g. pass pattern |
| Dictation | Dictation test: rhythmic & melodic | Read rhythmic pattern & sol-fa together. See that both are a part of melody<br>Melody = rp + sol-fa | Rhythmic pattern & sol-fa together | | |
| Other | <<br>Sing songs getting louder - crescendo | Listen to 'Bread and Fishes' sung by teacher | | Review inner hearing using Lucy Locket | |

| | WEEK ELEVEN | WEEK TWELVE | WEEK THIRTEEN | WEEK FOURTEEN | WEEK FIFTEEN |
|---|---|---|---|---|---|
| New Song | | All Through the Night | Down the River<br>All Through the Night | | |
| Revision | Rocky Mountan<br>Willow Bee<br>Hot Potato | Willow Bee<br>Rocky Mountain<br>Hush Little Baby | Tideo<br>Cuckoo } s-m<br>Lucy Locket } s-l-m | Notate 'Down the River' into books | Hot Potato } verbal<br>Categories } test of<br>Down the River } solfa |
| Melody | Prepare doh<br>Check opening of Rocky Mountain for correct melody. Reinforce orally and visually | Sing known songs as partner songs Willow Bee, Rocky Mountain<br>Review & reinforce sml - read from board | Review slm orally<br>Accent in Tideo by stressing words of songs<br>l<br>s<br>m<br>Show staircase Lucy Locket | Teach 'Down the River' line by line. | |
| Rhythm | Prepare accent<br>Determine rhythm pattern of played tune i.e isolate just the rhythm from the music being played | Prepare accent by getting children to step/tap loudly on strong beat<br>e.g.<br>1 foot on carpet<br>1 foot on lino<br>Prepare staff | Walk accent of Tideo on carpet/ floor<br>$\frac{6}{8}$ Down the River | Prepare ♩. beat | Passing ball in Hot Potato on the beat (use a number of balls) |
| Dictation | Notate 'Lucy Locket'<br>eg.<br>s s l l s s m m s s l l s m | Show high/low of sml | Give several short rhythm patterns and solfa dictations<br>1st ♩ ♩ ♫ ♫ ♩<br>2nd s l s s m | | Read solfa and rhythm pattern for test. Practice by writing down same then reading |
| Other | Characteristics of a March | Characteristics of a Lullaby | | | |

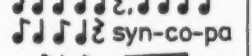
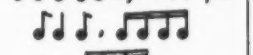
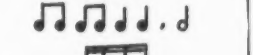
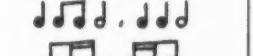
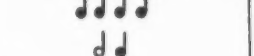
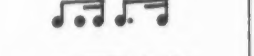
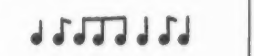
| | WEEK SIXTEEN | WEEK SEVENTEEN | WEEK EIGHTEEN | WEEK NINETEEN | WEEK TWENTY |
|---|---|---|---|---|---|
| New Song | Tum Balalyka ($\frac{3}{4}$) | Vive la Compagnie | | As the Seasons Roll By | The Australian game song |
| Revision | Miss Mary Jane<br>Test of solfa and rhythm pattern (written) | All Through the Night. Down the River | Rocky Mountain<br>Tum Balalyka | All Through the Night. Down the River. Hush Little Baby | Seasons<br>Hot Potato<br>Peanut |
| Melody | Sing Miss Mary Jane for accent/ beat | Lilting motion of lullaby is different to swaying motion of waltz | Sing verses of song in small groups to hear the blend of voices | Phrasing, word clarity when singing 'smooth' songs.<br>s-m in all combinations.<br>s-m-l in simple positions | Prepare notation s-m<br>  <br>Change to<br>  <br>Prepare m r d |
| Rhythm | Accent in Miss Mary Jane<br>Show strong weak beat by walking on and off carpet | Vive la Compagnie walking song | Echo rhythm tap<br>Teacher taps question, children answer without missing a beat. Must not repeat question | Review  <br>Moving to the beat reverse direction chorus/verse | Read from board<br> <br>2 parts clap/say |
| Dictation | Write dictation test | Play pattern - children clap after hearing melody played<br>Determine both elements | | | Dictate solfa of Peanut. Determine the song i.e. children follow hand-signs then work out words |
| Other | Characteristics of a Waltz.<br>Compare with a March | Waltz/Lullaby differences | | Copy new song in<br>Why is 'Season' Australian? How do we know? | |

| | WEEK TWENTY ONE | WEEK TWENTY TWO | WEEK TWENTY THREE | WEEK TWENTY FOUR | WEEK TWENTY FIVE |
|---|---|---|---|---|---|
| New Song | O how Lovely | It's a Small World<br>Recorders: A fingering, staff | Spoonful of Sugar<br>Recorders: A and B | Recorders: A-B-G | Canoe Song<br>Recorders: B A G exercises |
| Revision | Hot Potato, Peanut, Willow Bee, Vive la Compagnie | Hush Little Baby<br>O How Lovely<br>All through the Night | | Review all new songs | O How Lovely (sing as round)<br>As the Seasons Roll By<br>It's a Small World |
| | Let class hear small group of good singers, we are all striving for this sound. Notation using 2 and 3 lines. Space and line notes. s-m copy-cats. Sing partner songs | Techniques required for recorders:<br>.posture<br>.breathing<br>.relax<br>.position of hands | Reinforce 'doo' tonguing. Hear children play singly. Must stress tonguing. Let them hear how it should be done. Groups-individuals | Hear all notes in simple songs. Play piano accompaniments to recorder tunes to give the children encouragement | Sing all exercises on recorder sheets before playing ⟶<br>Check correct pitch |
| Rhythm | Smooth rhythm of O How Lovely<br>$\frac{3}{4}$ time | Rhythm exercises to play on recorder e.g.<br> | Clap pattern<br>Notate Pattern<br>Play pattern on A on recorder | | Clap all exercises before playing ⟶ |
| Dictation | Dictate rhythm and solfa of Peanut<br>Recognise both | | | Dictate a short rhythm pattern<br>Children make up a tune using A and B on recorder | Oral recognition of played exercises<br>Determine which exercise is being played |
| Other | | Read new rhythm patterns. Relate to our 'singing' instrument - the Recorder | | | Harmony in 3rds - round |

| | WEEK TWENTY SIX | WEEK TWENTY SEVEN | WEEK TWENTY EIGHT | WEEK TWENTY NINE | WEEK THIRTY |
|---|---|---|---|---|---|
| New Song | Recorders: E,D | | Have a Good Day<br>Ghost of Tom | Recorders: Show C | Hill and Gully Rider |
| Revision | Canoe Song<br>Recorders: Complete B A G sheet, begin sheet two | Continue Review of B A G E D<br>Canoe Song<br>Peanut | Recorders E, D | Canoe Song, Ghost of Tom, Have a Good Day, As the Seasons Roll by, Recorders B A G E D | Canoe Song<br>Recorder: B A G E D |
| Melody | Sing interval G-E=s-m→Children perform all exercises group→individual<br>Play recorders from handsigns | | Exercise scales for smooth singing.<br>'Have a Good Day' - teach melody carefully line by line<br>Staff: Review lines and space<br>EGBDF FACE | Canoe Song-melodic ostinato on recorder and xylophone and glockenspiel<br>DDCD | Sing exercises from recorder sheets<br>Prepare doh in Hill and Gully Rider<br>Recorders read in 2 parts from board |
| Rhythm | Recognise clapped examples and play them<br>Rhythmic ostinato<br>Canoe Song<br>Tap on Sticks | = 2 beats<br>Teach dotted notes<br>.dot = 1/2 value value of preceding note<br>= 2+1=3 beats<br>= 1+1/2=1 1/2 beats<br>Melodic Ostinato<br>Canoe Song<br>Sing Dip Dip and Swing | Review all rhythm notation | Experience (prepare) syn-co-pa | Echo clap using of the body. Show rhythm pattern<br>Get children to change pattern on the board |
| Dictation | | | Dictation of rhythm patterns using | | Write down new pattern |
| Other | 2 part ostinato of Canoe Song | | | Harmony of ostinato and melody. Definition of ostinato - repeated pattern | |

| | WEEK THIRTY ONE | WEEK THIRTY TWO | WEEK THIRTY THREE | WEEK THIRTY FOUR | WEEK THIRTY FIVE |
|---|---|---|---|---|---|
| New Song | Advance Australia Fair. Recorders: High C' | Waltzing Matilda Recorders: High D' | Skye Boat Song | | |
| Revision | Have a Good Day | Stockmans Trio Recorders: C'and D' | Recorders all pentatonic + C | Advance Australia Fair, Waltzing Matilda, Skye Boat Song | Christmas Carole Mary's Boy Child Dances |
| Melody | Make conscious doh in Hill and Gully Rider as G doh. Recorders - 2 part exercises on sheet | Recognise s-m in recorders, Teacher plays, children show. Children demonstrate s-m on recorder | Movement to folk music. Follow directions of teacher | Recorders recognise melody from played tune. Teacher → child | Review |
| Rhythm | Repeat steady beat around room on instruments - keep beat even | "Secret Leader" with beat and rhythm pattern | | Create rhythm patterns for football field pattern | Games already known Instruments: Red Rover |
| Dictation | | | Recorder plays a tune. Children notate on a staff | | |
| Other | Folk Dance Stockman's Trio (review) | Greek dance On a Greek Island | Graphic Score Activity Factory: Sounds Whoos, Clank Clank, Brr, etc. Conduct | Football Field Activity   | |

## YEAR FOUR - FIVE SONG LIST

| SONG | SOURCE | MELODIC ELEMENT | METRE | RHYTHMIC ELEMENT |
|---|---|---|---|---|
| Rocky Mountain | PB p51 | lsmd,mrd | 2/4 | |
| Hill and Gully Rider | | lsmd l,s | 2/4 |   |
| Willow Bee | PB P | SMRD (l) | 2/4 |  |
| Dinah | PB p92 | smrd | 2/4 | |
| Squirrel | 150 p6 | smrd | 2/4 |  |
| Tideo | PB p74 | d' lsfmrd | 2/4 | |
| Mocking Bird | 150 P19 | lsmrd | 4/4 |  |
| Ida Red | 150 p20 | lsmrd | 2/4 | |
| Miss Mary Jane | | d' lsmrd | 2/4 | |
| Jim a-long Josie | 150 p31 | smrd l | 2/4 | |
| The Derby Ram | 150 p59 | lsmrd l,s | 6/8 |  |
| O How Lovely | Choksy p171 | drmfsl | 3/4 | |
| I'm Gonna Sing | Choksy p182 | smrd l,s | 4/4 | anacrusis |
| Go Tell It on the Mountain | Choksy p16 | lsmrd s,l | 4/4 | syncopa.  |
| Pat Works on The Railway | Choksy p211 | rdt,l,s,f,m (Aolian) | 6/8 |  |
| ENJOYMENT SONGS | | | | |
| Place To Be | S in A p9 | | | |
| This Little Light of Mine | S in A p88 | | | |
| I Live in a City | S in A p100 | | | |
| Chinese Ribbon Dance | S in A p120 | | | |
| I'm Gonna Sing | S in A p162 | | | |
| Green Green Green Herrins Head | S in A p78 | | | |
| Sky Boat Song | PSB | | | |
| Hot Potato | | | | |
| Hush Little Baby | | | | |
| All Through the Night | | | | |
| Down the River | | | | |
| As the Seasons Roll By | | | | |
| Have a Good Day | | | | |

## YEAR FOUR - FIVE SONG LIST - SOURCE ABBREVIATIONS

| | |
|---|---|
| PB | Pink Book - Deanna Hoermann Stage 3 |
| 150 | 150 American Folksongs |
| Choksy | The Kodaly Method - Lois Choksy |
| S in A | Songs in Action |
| PSB | Pentatonic Song Book |

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## SPECIFIC OBJECTIVES

### MELODY

The child should be able to:

1. Sing 20 more songs d-d', C-D' including 2 part songs.
2. Identify, sing, write and read d r m f s l t d' on staff.
3. Understand and use leger lines in notation.
4. Develop awareness of expressive qualities legato, staccato, allegro, moderato.
5. Recognise well known intervals from songs and show them with sol-fa, handsigns and staff.
6. Recognise major and minor second.
7. Recognise songs as doh or la centred.
8. Create and sing melodic answer to questions.
9. Play simple tunes on recorder.

** Enjoy singing songs and their games. (.Stage 2, no dot State 3)

### RHYTHM

The child should be able to:

1. Discriminate between $\frac{2}{4}\ \frac{3}{4}\ \frac{4}{4}\ \frac{6}{8}$ and read and write their related patterns.
2. Conduct in $\frac{2}{4}\ \frac{3}{4}\ \frac{4}{4}\ \frac{6}{8}$ time.
3. Create and play rhythmic answers to questions.
4. Review accent and bar line.
5. Understand and use anacrusis.

## EAR TRAINING

The child should be able to:

1. .Recognise a song from handsigns - given starting note.

2. .Follow teacher's hummed or played notes using sol-fa and handsigns.

## PART WORK

The child should be able to:

1. Respond to handsigns to include elementary two handed singing.

2. Read and sing in 2 parts using:

   (a) hand signs
   (b) sol-fa letters
   (c) hand staff
   (d) music staff.

3. .Perform rhythmic canons using the pattern of a well known song.

## FORM AND LISTENING

The child should be able to:

1. Understand and use repeat sign.

2. Learn to evaluate tone quality, expressiveness and accuracy of pitch.

3. Understand how phrasing, tempo, dynamics and tone colour effect interpretation, mood and style.

4. Develop awareness of forms AB, ABA, Da Capo al Fine, first and second time bar.

5. Become familiar with the instruments of the orchestra.

6. Become familiar with the characteristics of:

   (a) march, lullaby, waltz, minuet
   (b) songs, hymns, folk, patriotic.

7. Dynamics - p, f, pp, ff, mp, mf
   Expression - staccato, legato, allegro, moderato.

## OVERVIEW

| | FEBRUARY | MARCH | APRIL | MAY | JUNE |
|---|---|---|---|---|---|
| RHYTHM | Review ♩♫𝄽♬♬♩ Barline<br>Time Signature $\frac{2}{4}\ \frac{3}{4}\ \frac{4}{4}$ | Prepare $\frac{6}{8}$ ♩. beat<br>Echo Clapping 4 bars (p and f) | Make conscious $\frac{6}{8}$ ♩.<br>Question and Answer in Rhythmic Canon<br>Review $\frac{3}{4}$ time | Conduct in 2 Simple and compound $\frac{2}{4}$ and $\frac{6}{8}$<br>Prepare Anacrusis | Review |
| MELODY | Review d r m s l d' - read sing, write - on staff<br>F doh, G doh | Reinforce reading from staff.<br>Absolute names.<br>Develop Inner Hearing | Prepare s - l | Make conscious s-l | Review |
| RECORDER | | C-A B A G<br>s-m m r d | G E A G E<br>s m l s m | C D D B<br>s l s m | Review |
| PART WORK | Review rounds and canons<br>Sing question and answer melodic conversation<br>rhythmic conversation | 2 part exercises clap, sing | | 2 part exercises use sol-fa | Review |
| FORM | | Introduction & Coda | | AB: Binary Form | Review |
| LISTENING | | Characteristics of Lullaby Contrasted to March | Characteristics of a Waltz | Characteristics of Minuet<br>Instruments High-Low | Review |
| DYNAMICS AND EXPRESSION | Review p,f,pp, ff | Review mp, mf<br>Introduce <crescendo >decrescendo | Introduce Legato | Introduce Staccato | Review |

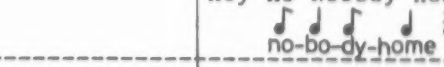
## OVERVIEW

| JULY | AUGUST | SEPTEMBER | OCTOBER | NOVEMBER |
|---|---|---|---|---|
| Make conscious Anacrusis | Prepare ♩. dotted rhythms | Conduct in $\frac{3}{4}$ (count in $\frac{3}{4}$-recorders) | Reinforce $\frac{6}{8}$ $\frac{2}{4}$ | Review |
| Prepare 'fa' Reinforce l,s Introduce leger lines | Make conscious 'fa' Prepare songs as 'doh' or 'la' centred | Prepare 'te' Reinforce 'doh' or 'la' centres | Make conscious 'te' Recognise intervals of Major 2nd and Minor 2nd | Review |
| Reinforce all reading from staff exercises and melody | → | → | → 2 part reading from staff. | Review |
| 2 part solfa with handsigns | | Read 2 parts from staff notation | Simple 2 part songs | Review |
| A B A - Ternary Form | | | D C al Fine | Review |
| Groups of instruments | Woodwind→Strings | →Brass | Folk songs of the World | Review |
| Introduce: Allegro Staccato Legato | Introduce Moderato Staccato, Legato | Reinforce all dynamics and expressive qualities | | Review |

| | WEEK ONE | WEEK TWO | WEEK THREE | WEEK FOUR | WEEK FIVE |
|---|---|---|---|---|---|
| New Song | Obwisana | See The Tide | | Tzena Tzena | Down The River<br>Vive la Compagnie<br>(partner songs) |
| Revision | Hill & Gully Rider | Obwisana<br>Dinah | Hill & Gully Rider<br>See the Tide<br>Squirrel | Skye Boat Song<br>The Boat Man<br>Rocky Mountain | Tzena Tzena |
| Melody | Review sounds<br>d r m s l d' →<br>No sol-fa yet | → → →<br>Dynamics<br>pianissimo-pp-very soft<br>fortissimo-ff-very loud | Review sol-fa<br>d r m s in Squirrel Oral Only.<br>Handsigns: class and individual.<br>Hill and Gully Rider sing with ostinato 'up hill and down'<br>♪ ♩ ♪ ♩ 𝄾 | Review sol-fa - complete pentatonic scale d r m s l d'<br>Oral recognition handsigns<br>Staff: F doh, review all notation<br>Round: Rocky Mountain | Reinforce notation movable doh<br>Reinforce 'la' aurally, verbally handsign notation |
| Rhythm | Separately perform beat and rhythm → ♩ ♫ 𝄾 | → → →<br>Review "di di di di" in song Dinah | Perform beat on untuned percussion<br>Rhythm still on hands or body. Determine songs of 2 or 3 metre. | Perform beat and rhythm together 'Rocky Mountain' | Review accents in 2's simple and compound<br>Reading in $\frac{2}{4}$ review barline clap from B.B. - 2 part motifs e.g.<br>Prepare 𝄞 |
| Dictation | Rhythm patterns<br>♩ ♫ 𝄾 ♩<br>4 beats 8 beats | ♩♩♫ ♬ 𝄾<br>new pattern | Children echo T's sung or played solfa. Determine solfa from hummed melody | Dictate 4 notes solfa not on staff<br>Dictate 4 beat rhythmic pattern then add solfa<br>Notate complete pattern | |
| Other | | Game: Obwisana | | | Listen to Lullaby 'Berceuse' from Dolly. Op56 No 1 (Faure) Adv. in Music,Gr 2, Vol 1<br>Characteristics of Lullaby - follow notes p 12 |

| | WEEK SIX | WEEK SEVEN | WEEK EIGHT | WEEK NINE | WEEK TEN |
|---|---|---|---|---|---|
| New Song | Down the River<br>Vive la Compagnie<br>(partner songs) | The Dear Little Shamrock | Hush Little Baby | Vive la Compagnie (partner song for Down the River) | Down the River, Vive la Compagnie, Hush Little Baby |
| Revision | Down the River<br>Vive Tzena | Squirrel, Tzena, Down the River | Shamrock | Shamrock | |
| Melody | 'Tzena' as a round<br><br>Review Absolute pitch names on staff. Sing exercises in solfa than absolute pitch | Begin 'Tzena' as a round. Divide class in two | Sing Dear Little Shamrock | | Sing all songs listening carefully for in tune singing.<br>Recorders: Absolute names on staff and recorders. Develop<br><br>technique |
| Rhythm | Tap $\frac{6}{8}$ rhythm of partner songs in preparation for opening pattern<br> <br>or<br> | Rhythm and beat together | Echo clap-improvise a new response | Question and answer in rhythmic conversation. Pass the message down the line | Reinforce walking on beat<br>.alternate direction<br>.check for listening<br>Rhythms on board<br> |
| Dictation | Read from staff<br>Write on to staff<br>d r m s l d' | Absolute names on staff | Decipher coded music words on board e.g.<br> | Dictation of melody 4 beats | |
| Other | Listen to a March 'Farandole' from L'Arles Suite No. 2 (Bizet) Adv. in Music Gr 6 Vol. 1. Contrast Lullaby with March<br>Write notes in exercise pad | Characteristic of Lullaby. Review 'Swan' | Listen to "Bread and Fishes" | | Review dynamics<br>< >  (pp mp p mf f ff) |

| | WEEK ELEVEN | WEEK TWELVE | WEEK THIRTEEN | WEEK FOURTEEN | WEEK FIFTEEN |
|---|---|---|---|---|---|
| New Song | Tzena | Tum Balalyka<br>Born Free | Botany Bay | | Recorders: C |
| Revision | | | Tum Balalyka<br>Down the River<br>Recorders: B A G | Vive la Campaigne,<br>Down the River<br>Hill and Gully Rider Recorders: E | Tum Balalyka<br>Hill and Gully Rider |
| Melody | Recorders: A & B<br><br>Exercise for oral and visual practice using ♩ 𝅗𝅥 ♫ ♩ | Recorders: A,B & G<br><br>Look at absolute notation as solfa e.g. B A G \| B G<br>m r d \| s m | Read melodies from blackboard in absolute letter names. Using only B A G. Determine solfa with G as doh. i.e. B A G<br>m r d | Hear 2 songs as partner songs<br>Teacher/class<br>Class in 2 parts<br>Read E on staff<br>Prepare s,l | Prepare songs for test on recorders:<br>C B A G E |
| Rhythm | Listen to rhythm as played orally | Notate rhythms and read rhythms as read in recorder exercises | Simple rhythm patterns for reading<br>♩ 𝄾 ♫ | | Read and clap all exercises for recorder. Choose children to perform individual pieces |
| Dictation | | | | Melodic Dictation<br> <br><br>Review: EGBDF and FACE | |
| Other | | March characteristics as in $\frac{4}{4}$ time | Individual performance on recorders.<br>.tonguing<br>.fingering<br>.reading<br>.tone quality | | Recognise waltz music as $\frac{3}{4}$. Show differences between $\frac{3}{4}$ and $\frac{4}{4}$. |

| | WEEK SIXTEEN | WEEK SEVENTEEN | WEEK EIGHTEEN | WEEK NINETEEN | WEEK TWENTY |
|---|---|---|---|---|---|
| New Song | | | | | 10,000 Miles Away<br>Hey Ho Nobody Home |
| Revision | Review of recorder notes for test | Test | Tum Balalyka<br>Down the River | Hush Little Baby | |
| Melody | Sing, clap, play all songs on sheets. Hear minor mode of Tum Balalyka - la centred | Hear all children play individually - mark on<br>.reading<br>.notes<br>.tonguing | Fragmentation of melody. Recognise tune and words that match. Prepare 'fa' in Down the River. 2 part singing from partner songs | Recognise the sound of intervals Children give the words.<br>Make conscious 'fa' in d r m (f) s | Round-teach and perform as round in one lesson |
| Rhythm | | | Acent in $\frac{3}{4}$ review<br>Movement while singing songs | Ostinato | Echo clap new song line by line<br>Check correct rhythm pattern of Hey Ho Nobody Home<br>  <br>no-bo-dy-home |
| Dictation | | | | Hum/play short melody moving by step only<br>e.g. d r m f s s d | Write 3 verses of of song into books |
| Other | | | Instruments of Orchestra<br>Introduce Woodwind<br>Strings<br>Brass | Woodwind in Orchestra | Woodwind in Orchestra |

PG

100 mm




ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz1234567890

ABCDEFGHIJKLMNOPQRSTUVWXYZ
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1234567890

1.0 mm

1.5 mm

2.0 mm

A5

| | WEEK TWENTY-ONE | WEEK TWENTY-TWO | WEEK TWENTY-THREE | WEEK TWENTY-FOUR | WEEK TWENTY-FIVE |
|---|---|---|---|---|---|
| New Song | All Night All Day | Swing Low Sweet Chariot | | Blest Be The Lord | |
| Revision | Recorders: B A G review | All Night All Day | 10,000 Miles Away | All Night/Swing Low | Blest Be The Lord<br>Recorders: review all known notes<br>B A G E D C |
| Melody | Review absolute names on staff - relate to solfa. G = doh<br><br>Individual performance of pieces | Teach by note:<br>Class sings:<br>~~Swing~~ ~~Low~~.<br>Teacher sings:<br><br>All Night as its partner song. Choose a group of strong singers to demonstrate this | Sing Partner Songs<br>Recorders - low C, D. Play Mary Had a Little<br><br>Lamb - m r d<br>(Moveable doh)<br>play B A G | Introduce new song with recording. Teach line by line | Recorders: Check reading skills, read each exercise.<br><br>Individual performance of selected exercises |
| Rhythm | Rhythm of al exercises clap/say/ play on recorder | Smooth, legato singing of Swing Low. Stress ♫♩ beginning of second phrase | | Clap/say words of verses tricky rhythm. Prepare syncopation | Clap/say/play all exercises. Rhythms include ♩ 𝅗𝅥 𝄾<br>Prepare 𝅗𝅥. |
| Dictation | | Copy both partner songs in book | | | Children read and work out exercises when played on recorder |
| Other | Ensemble | Review | Strings in Orchestra | Strings in Orchestra | Brass in Orchestra |

| | WEEK TWENTY SIX | WEEK TWENTY SEVEN | WEEK TWENTY EIGHT | WEEK TWENTY NINE | WEEK THIRTY |
|---|---|---|---|---|---|
| New Song | | The World is Yours | Linstead Market (Jamaican Folksong) | | South Australia |
| Revision | Down the River<br>Review of any favourite songs | Review recorders:<br>B A G E D<br>m r d l s | The World is Yours | Linstead Market<br>All Night/Swing Low<br>Recorders B A G E D | Linstead Market<br>10,000 Miles Away<br>C |
| Melody | Stress smooth, gentle, flowing singing | Introduce more modern type of song in lesson<br>Stress unison quality - flowing legato. Teacher sings 3rds in harmony with children | General Review of all<br>.10,000 Miles Away<br>.All Night All Day<br>.Blest Be The Lord<br>Calypso rhythm of Linstead Market to be stressed | Sing all exercises before playing<br><br>Show s-m on recorders and with hand-Choose children to do this | Emphasise smooth clear singing |
| Rhythm | Dotted rhythms<br>♩. = 2 + 1<br>♩. = 1 + ½<br>♩ + ♪<br>Recorder exercises using these notes | Read ♩. and ♪♫ in recorder exercises | Clap examples of Calypso rhythm.<br>Prepare syncopation. | Prepare syncopation. Teacher keeps beat. Children clap rhythms | Pass beat around the room in sticks. Must not miss a beat<br>Obwisana - sticks to be passed |
| Dictation | | | Review notation - give dictation of 2 bars using solfa and rhythm pattern only | Walk to beat of folk music<br>Follow teacher directions | Dictate rhythm pattern of Obwisana |
| Other | Brass in Orchestra | Entire orchestra | Review | Secret Leader game | Discussion of instruments of the orchestra. Use charts, film, video |

| | WEEK THIRTY-ONE | WEEK THIRTY-TWO | WEEK THIRTY-THREE | WEEK THIRTY-FOUR | WEEK THIRTY-FIVE |
|---|---|---|---|---|---|
| New Song | The Barnyard Song | Greek song/dance<br>♩. ♪ ♪ ♪ ♪<br>la, me fa so me | The Keeper | | |
| Revision | The World is Yours | South Australia | Greek Song & Dance (7/8)<br>The Barnyard Song | Christmas Songs<br>Requests | |
| Melody | Memorise words of chorus of South Australia by deleting a line each time from board | While listening to Greek melody feel what the flow of the music is (7/8)<br>Not regular<br>Determine pulse of folksong | Listen to creative, unplanned sound caused by Football Field music<br>Compare with orchestral sound<br>.difference }<br>.similarities } ? | Review | |
| Rhythm | Pass beat around the room in instruments. Change direction at teacher's signal<br>Change tempo - children must listen | Ostinato ♩♩♫♩♩<br>while singing<br>South Australia | Ostinato to Greek dance<br>step clap clap<br>step clap<br>step clap | Review | |
| Dictation | | | | | |
| Other | | Graphic Score:<br>Experimental Sounds<br>Factory Sounds<br>(see Year 4/5 Week 33) | Football Field Activity<br><br>(see Year 4/5 Week 34) | Review | |

## YEAR SIX - SEVEN SONG LIST

| SONGS | SOURCE | |
|---|---|---|
| Ten Thousand Miles Away | 20 S.S. | p 24 |
| John Browns Body | 20 S.S. | p 30 |
| Obwisana | L.C. | |
| All Through The Night | M. in T.C. | p 173 |
| Jackie Was a Smart Fellow | Vajda | p 204 |
| Old Dan Tucker | Vajda | p 141 |
| O Said the Blackbird | P.B. | p 73 |
| **PART SONG** | **SOURCE** | |
| Tina Singu | M. in T.C. | p 164 |
| Goodnight Aye Goodnight O | M. in T.C. | p 165 |
| Down the River/Vive la Compagnie | M. in T.C. | p 174 |
| All Night All Day/Swing Low | | |
| **FOLK SONGS** | **SOURCE** | |
| Sakura | M. in T.C. | p 167 |
| Turn Balalyka | M. in T.C. | p 168 |
| Tzena Tzena | M. in T.C. | p 170 |
| Gut Sabbath Eich | M. is B. | |
| See the Tide | Vajda | p 176 |
| The Dear Little Shamrock | Cath. Ed. | |
| All Night All Day | M. in T.C. | |
| Hush Little Baby | Trad. | |
| Botany Bay | | |
| 10,000 Miles Away | 20 S.S. | |
| Hey Ho Nobody Home | | |

## SOURCE ABBREVIATIONS

| | |
|---|---|
| 20 S.S. | 20 Sea Shanties |
| L.C. | Liz Cutton Sheets |
| M. in T..C. | Music in Today's Classroom |
| Vajda | Teaching Music the Kodaly Way |
| M. is B. | Music is Basic |
| P.B. | Pink Book - Deanna Hoermann Stage 3 |

The "windmill" symbol has been used by the Victorian Country Education Project as its logo since 1978.

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